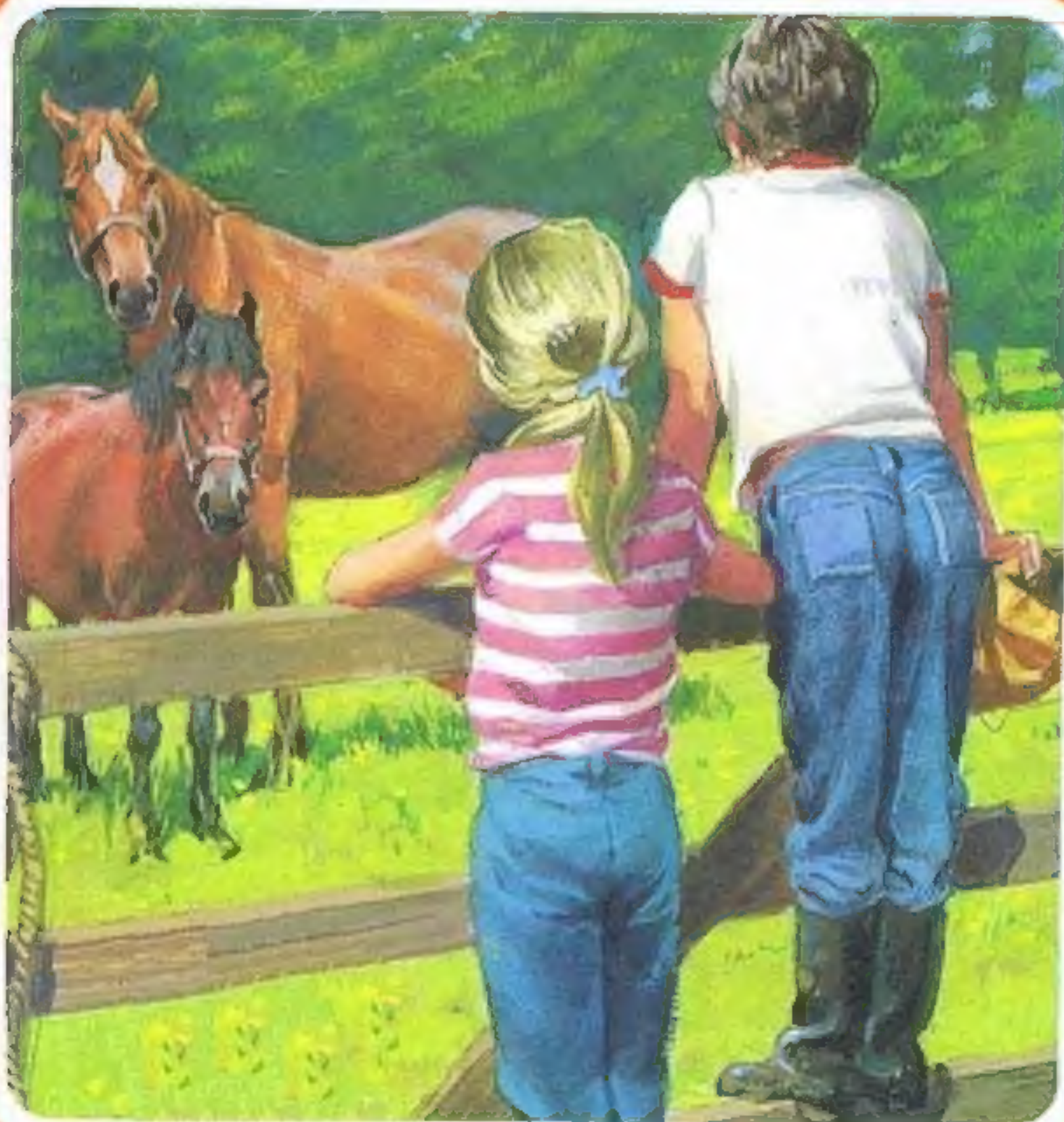


4b

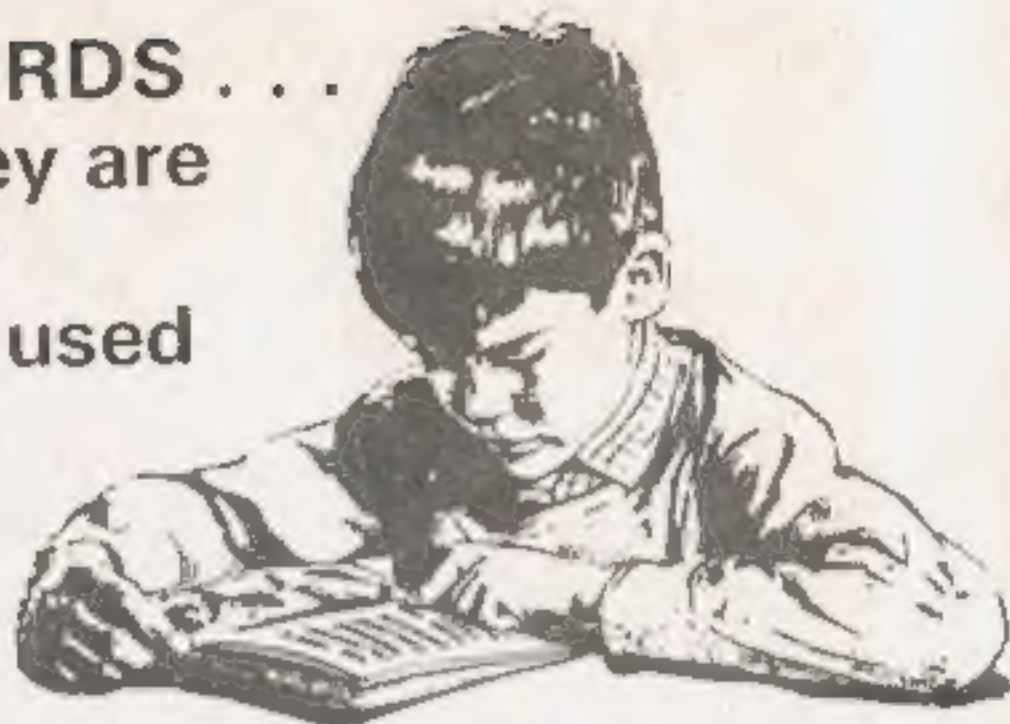
# Fun at the farm



**Key Words**  
**Reading Scheme**

## KEY WORDS . . .

what they are  
and how  
they are used



Some of the words in the English language are used much more frequently than others. These words which appear more frequently can be called Key Words.

Research shows that twelve of these Key Words make up one quarter of all those we read and write. One hundred of them form half, and three hundred about three-quarters, of the total number of words found in juvenile reading. *Reading skill is accelerated if these important words are learned early and in a pleasant way.*

The Ladybird Key Words Reading Scheme is based on these commonly used words. Those used most often in the English language are introduced first — with other words of popular appeal to children. All the Key Words list is covered in the early books, and the later titles use further word lists to develop full reading fluency. The total number of different words which will be learned in the complete reading scheme is nearly two thousand. The gradual introduction of these words, frequent repetition and complete 'carry-over' from book to book, will ensure rapid learning.

The full colour illustrations have been designed to create a desirable attitude towards learning — by making every child *eager* to read each title. Thus this attractive reading scheme embraces not only the latest findings in word frequency, but also the natural interests and activities of happy children.

Each book contains a list of the new words introduced.

*W MURRAY, the author of the Ladybird Key Words Reading Scheme, is an experienced headmaster, author and lecturer on the teaching of reading. He is co-author, with J McNally, of Key Words to Literacy — a teacher's book published by The Schoolmaster Publishing Co Ltd.*

**THE LADYBIRD KEY WORDS READING SCHEME** has 12 graded books in each of its three series — 'a', 'b' and 'c'. As explained in the handbook *Teaching Reading*, these 36 graded books are all written on a controlled vocabulary, and take the learner from the earliest stages of reading to reading fluency.

The 'a' series gradually introduces and repeats new words. The parallel 'b' series gives the needed further repetition of these words at each stage, but in a different context and with different illustrations.

The 'c' series is also parallel to the 'a' series, and supplies the necessary link with writing and phonic training.

An illustrated booklet — *Notes for using the Ladybird Key Words Reading Scheme* — can be obtained free from the publishers. This booklet fully explains the Key Words principle. It also includes information on the reading books, work books and apparatus available, and such details as the vocabulary loading and reading ages of all books.

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**BOOK 4b**

The Ladybird Key Words Reading Scheme

# Fun at the farm

*by* W. MURRAY

*with illustrations*

*by* J. H. WINGFIELD



Ladybird Books Loughborough™

Here are Jane and Peter at the farm. They like to come here to work, and they like to come here to play.

They want to help the man at the farm.

"We like to help you," says Peter to the man.

"Yes," says Jane, "we have come to help."

"Good," says the man. "I want you to help me with the work."



“Get some flowers for the house,” says the man, “and then help with the work in the house.”

Peter and Jane get some flowers and then go into the house.

They work in the farm house and then they have some apples.

The man comes in to see Peter and Jane. He says they can play.

Peter wants to see the farm dog.



“Here’s the dog,” says Peter.

“Good dog,” says Jane.

“He wants some water,” says Peter. “Let us give him some.”

They get some water for the dog.

“Look,” says Jane. “He wants to come with us. Let him come, Peter. Let him come with us.”

The dog jumps up and down. He likes to play with Peter and Jane, and he likes to look for rabbits.



Here are the boy and the girl  
with the farm dog. They go to  
look at the cows.

"I like the cows," says Jane.

"Yes, they give us milk," says  
Peter.

Jane says, "I like milk and you  
like milk."

"The dog likes water," says Peter.

They see a cow go into the water.

Then Peter says, "Let us go to  
see the horses."



The two children see the two farm horses. They are not at work.

Then the horses look up and see the children.

"Look," says Jane. "Here they come. Here come the two horses."

Peter says, "They like us. They like children. Do not let the dog jump up."

"No," says Jane. "Do not let him jump up and down. Horses do not like it."



Peter has some apples.

Jane says, "Give me some, please."

Peter gives two apples to Jane.

Then he gives the big horse an apple. "Look, Jane," he says.  
"The big horse likes this."

Jane gives the little horse an apple.

"Yes," she says, "and the little horse likes apples."

"I want to get on the big one," says Peter. "Help me up, Jane."

She helps Peter up.



Peter is on the big horse.  
He says, "Look at me, Jane.  
Away I go."

Jane says, "I will come with you."  
She gets up on the little horse.

"Away I go," she says.

"Do not make the little horse  
jump," Peter says.

"No," says Jane, "I will not  
make him jump."

The dog sees the two children  
on the horses. He wants to look  
for rabbits.



Here are some rabbits. There are big ones, and there are little ones. The little ones like to play. They like to jump.

Peter and Jane can see the rabbits. The rabbits can not see the boy and the girl.

Then the rabbits see the dog and away they go.

"Off they go," says Jane.

"Yes," says Peter. "Off they go, and off we go."



The two children and the dog can see some water. The dog wants to go into the water, and Peter wants to look for fish.

Then they come to the water.

"Look, DANGER," says Jane.  
"It says DANGER."

"Keep away, Peter," she says.  
"Do not go there."

"Yes," says Peter, "I can see that it says DANGER. We can not go there. I will keep the dog away."

DANGER

The man on the farm lets the two children help him. They want to work with him.

"I like it up here," says Peter.

"Yes," says Jane, "it's fun."

"Look at the dog," she says.  
"He wants to come up with us."

Peter looks down at the dog.  
"Yes, he wants to be up here,"  
he says.

"Good dog," says Jane.  
"We'll come down."



The man at the farm lets the children play.

“Let us make a little play house with this,” says Jane.

“Yes,” says Peter. “It will be fun. There will be no danger.”

Then he says, “We will not make a little house, we’ll make a big one to play in. Then you and I, and the dog can get in it.”

“Good,” says Jane.



Peter says,  
"Yes, that is what we'll do.  
We'll make a big play house."

Jane helps Peter, and the dog  
looks on.

Then the dog gets up with Peter.

"What do you want?" says Peter.

"He wants to play," says Jane.

"Keep off," Peter says to the  
dog. "Do keep away."

"Be a good dog," says Jane.

Then the dog sees the farm cat.



The farm cat likes children. She comes to Jane, and then she looks into the play house.

The dog comes down to see the cat. He likes the cat.

Jane and Peter go into the house. They put some things in the house for play.

"This is fun," says Jane.  
"I like this."

The dog comes into the play house with the two children.



“Come and see this, Peter,” says Jane. “Do come and look at this. It’s the farm cat. Look what she has.”

“What fun,” says Peter.  
“Will she let us play with her?”

“We’ll get her some milk,” says Jane.

They go up to the farm to get some cow’s milk for the cat. They give the milk to the cat and then they play with her.



Peter and Jane want to see the cows give milk.

"Here's the man with all the cows," says Jane.

"He will let us go in with him," says Peter. "He will let us see him milk."

They all go in with the cows.

Then the man works and Peter and Jane look on.

"The cows are good," says Peter.

"Yes," says Jane, "they all like to give milk."



The children help with the work.  
They help the man at the station.

He thanks Peter and Jane, and  
gives the children some sweets.

Then they go to a shop for  
some tea.

In the shop Peter has some  
cakes and Jane has some milk.

"It was fun at the station," says  
Peter. "I like to see the trains."

They thank the man for the tea.



The children play games at the farm.

Peter is up a big tree. He has a ball and plays a game with the cat. She jumps for the ball.

Jane says, "I want to draw. I'll draw here."

"Come on, Peter," she says. "Let us draw."

She draws a house.

"Look, Peter," she says. "This house is on fire."

She makes the fire red.



Jane has a game with the farm cat.

"I want you to be my cat," she says. "I want you to come to my home with me. My Dad and Mum like cats."

Peter draws. He draws a bus and a Police car. Then he draws a man.

"Look, Jane," he says. "I can make this man put some water on the fire. He will stop the fire."



“What do you want to do?”  
says Jane to Peter.

“I want to play with my boat  
on the water,” he says.

“Come on, then,” says Jane.  
“Let us go and get the boats and  
play.”

Peter gets his toy boat. His boat  
is a big one. Jane gets her boat.  
Her boat is a little one.

They go off to the water with  
the boats.



Peter and Jane come to the water. They put the boats on the water.

"It's fun to play like this," says Peter.

The dog wants a game. He wants to be in the water with the two children.

"Don't let him jump in," says Jane: "Stop him, stop him, Peter."

"Good dog," says Peter.  
"You come here. Here you are, you can have this ball."



They put all the play things away, and go into the farm house.

The man is there. He has a little girl. She is not at the farm. She is away at the sea with her Mum. Her Dad can not go to the sea. He has to work on his farm.

He thanks Peter and Jane for the help, and then gives the children a good tea.



“Here’s Dad with the car,” says Peter. “He has come for us. We have to go home.”

“Look,” says Jane. “Pat is here. Pat is in the car.”

“Thank you for the tea,” says Peter to the man.

“Yes, thank you,” says Jane.

Peter puts all his things in the car. Jane has some flowers for Mum.

They get into the car with Dad and Pat.



They are all in the car.

“We’re off,” says Peter.

They see shops, and then the school.

“Do you like to play, or to go to school?” says Jane to Peter.

“I like work or play,” says Peter.

“We all read at school,” says Jane. “I like to read.”

“I like to read at home or at school,” says Peter.

“Yes, we all read at home,” says Dad.



Dad reads and Mum works.

Peter and Jane help Mum. They water the flowers and put the play things away.

They like to help in the home.

Mum gets some milk for Peter and Jane.

“Here you are,” she says. “Have this, and then you have to go to bed.”

“Can we have some apples, please?” says Peter.

“Yes,” says Mum. “Apples do you good.”



## Words new to this book

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<i>Page</i>		<i>Page</i>	
4	farm work	28	put things
6	house then	30	her
8	let us him	32	all
10	cows milk horses	34	thanks
12	two children not do	36	games draw fire
14	big little she	38	my stop
16	Away away will make	40	his
18	there off	42	—
20	DANGER keep	44	sea
22	be	46	—
24	—	48	or read
26	what cat	50	—

**Total number of new words 41**

The vocabulary of this book is the same as that of the parallel reader 4a.

Number of new words in this book . . 41

All the words from Books 1 to 3 of both the 'a' and 'b' series are also included in this Book 4b.

Average repetition per word . . . . . 13

Capital letters new to the 'b' series, in order of appearance

**O, E, R, K, B.**

All the words in this Book 4b are carried forward into Books 5a and 5b, which introduce further Key Words.

In book 3b and throughout the rest of the 'b' series the abbreviated word form has been used as a move towards the more natural speech of the learner.

For example :

'it's' for it is

'her's' for here is' etc.



# **The Key to reading SUCCESS**

## **The Ladybird Key Words Reading Scheme**

There have been countless reports that children make exceptional progress with the Ladybird Key Words Reading Scheme. The complete scheme consists of 36 titles (a, b and c readers) plus 2 picture dictionaries and 6 workbooks.

The learner starts with book 1a. He/she then reads 1b and 1c. 2a follows, then 2b and 2c and so on, until at the final stage he/she reads 12a, 12b and 12c. *Phonic teaching starts in book 4c and continues through the c books until 11c.*

Also linked with the scheme is the Read it Yourself series. These books provide supplementary reading at various levels in the Reading Scheme. Well known folk and fairy stories are retold to give any child pleasure and a sense of achievement.

A free explanatory booklet on the use of the Ladybird Key Words Reading Scheme is available from the publishers: **LADYBIRD BOOKS LTD**  
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